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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Sharing The Planet**  **Discipline Specific unit of Maths** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Estimates, compares and measures, with non-standard units of measurement, time and temperature (hot, warm, cold, before, after, day, night).   1. **Central Idea:** People develop awareness of their surroundings by estimating and comparing measurable attributes of real objects and events, in order to function in daily life**.** | | | | | | **Skills:**  Thinking | | | | | |
| **Materials:** Math’s book, pencil case, books, videos, pictures, etc. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 31 April 22-26/13** | | | | **Time: 45 min.** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Contextualise the children with the discipline specific unit of Maths, remembering everything we have done about it and show the display related to measurement. Push children to identify the concepts or some of them, they have learnt: ***Estimation, Comparison and Measurement.*** | | | | | | | | | | | |
| **Main Activity:** Tell children that is time to think about what they would like to know about the unit...***”What I want to learn”*** and write it down. After that, share the questions with the class and group them according to the similarities. Once the questions are posed, teachers should find books or videos that can answer their inquiries.  Find a moment in your timetables to inquire about those common questions and write the answers in the maths books. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Display the attributes, the concepts and the questions of the unit in a specific place in the classroom. | | | | | | | | | | | |